

Subject Description Form

| Subject Code | APSS 5114 | | | | | | | | | | | | | | |
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| Subject Title | Couple Therapy Processes and Techniques | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | |
| Level | 5 | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | Pre-requisite: APSS5769 Marriage, Separation, Divorce and Reconstituted Families | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">35%</td> </tr> <tr> <td>2. Final paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Class attendance and participation</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject. | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Seminar presentation | 0% | 35% | 2. Final paper | 50% | 0% | 3. Class attendance and participation | 15% | 0% |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Seminar presentation | 0% | 35% | | | | | | | | | | | | | |
| 2. Final paper | 50% | 0% | | | | | | | | | | | | | |
| 3. Class attendance and participation | 15% | 0% | | | | | | | | | | | | | |
| Objectives | <p>This course will address some essential processes and techniques of couple therapy and explore specific factors and skills working with some common issues in couple dissatisfaction. There will be a focus on assessment of couples' dynamics, goal setting, interventions and techniques. It is the goal of this course that the students will be able to develop their own informed approach to couple therapy based on reflective consideration of the major systemic therapies and their own personal interaction style.</p> | | | | | | | | | | | | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Articulate a theoretically grounded understanding of how problems develop, how change occurs and how change is maintained within couple relationships. b. State one's philosophy and examine personal biases about couple relationships. c. Describe a theoretically grounded approach to assessment, treatment planning, intervention, and outcome evaluation in couple therapy. d. Demonstrate essential couple therapy skills. e. Identify the ethical guidelines that are associated with couple therapy f. Develop awareness of key issues when working with couples on various issues. g. Integrate existing concepts of couple therapy process into a personal approach to couple therapy. h. Develop a synthesized personal approach to assessment, treatment planning, intervention, and effective outcomes in couple therapy based on existing models, published research and personal fit. | | | | | | | | | | | | | | |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. Engagement in couple therapy <ul style="list-style-type: none"> ✧ Attitudes and poise in the initial encounters in couple therapy ✧ Joining with both the husband and wife ✧ Active listening and reframing | | | | | | | | | | | | | | |

| | <ul style="list-style-type: none"> ◇ Mutual language ◇ Initial assessment <ol style="list-style-type: none"> 2. Perceptions of couple issues and conflicts <ul style="list-style-type: none"> ◇ Individual vs. systems models ◇ How couples change and inhibitors of change ◇ Content vs. process in couple relationship dynamics ◇ Different perceptions of the issues between the two partners ◇ Waving together: Collaboratively finding the mutually agreed perception. 3. Assessing and understanding relational dynamics <ul style="list-style-type: none"> ◇ Is the couple ready for change? ◇ What level of change is needed for the couple? ◇ The various styles of couple relationship problems 4. Exploring the deep seated yearnings and desires in couples <ul style="list-style-type: none"> ◇ Gender and power issues ◇ Horizontal and vertical explorations 5. Working with common issues in couple relationships <ul style="list-style-type: none"> ◇ Problems with in laws ◇ Difference in financial management approaches ◇ Discrepancies in sex and intimate needs ◇ Conflicts in parenting styles 6. Working with issues of infidelity <ul style="list-style-type: none"> ◇ Reasons for infidelity and management techniques in couple therapy ◇ Specific issues and skills in various stages of managing couples' infidelity ◇ Personal responses to affairs and separation 7. Working with couple violence <ul style="list-style-type: none"> ◇ Interviewing skills in the initial stage ◇ Setting safety plans ◇ Helping couples to understand the violent cycle ◇ Negotiating in couple relationship ◇ Moderating own reactions and gender biases in the process of intensity. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Teaching/Learning Methodology | Lectures, video shows with discussion and debriefing, case discussion, role-play exercises, seminar with upfront topics, etc. will be means for teaching and learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" data-bbox="421 1480 1444 2072"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>A</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td>35%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Final paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Class attendance and participation</td> <td>15%</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="8"></td> </tr> </tbody> </table> <p data-bbox="421 2089 1460 2116">Explanation of the appropriateness of the assessment methods in assessing the intended</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | A | b | c | d | e | f | g | h | 1. Seminar presentation | 35% | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2. Final paper | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 3. Class attendance and participation | 15% | | | | ✓ | ✓ | ✓ | ✓ | | Total | 100% | | | | | | | | |
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| | | A | b | c | d | e | f | g | h | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Seminar presentation | 35% | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Final paper | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Course Requirements</p> | <p>learning outcomes:</p> <p>1. Seminar presentation (30%)</p> <p>Students will form themselves into groups of 3 to 4 (depending on the class size) for this exercise. Each group will decide on a specific couple issue e.g. in laws, finance, sex and intimacy, infidelity etc for their presentation. They will then either choose a real case or create a fictional case dealing with their choice of relationship issue. To prepare for a two-hour presentation, students need to work together to design a format to include a family genogram (couple demographics), presenting problems, goals, assessment, treatment plan, and interventions. Students will also need to address ethical/legal, crisis/safety, and provisional diagnosis issues if they are found in the case. During the presentation, students will role play one session or a few short therapeutic conversations to demonstrate their therapeutic process and techniques.</p> <p>2. Final paper (50%)</p> <p>For this final assignment students will write an integrative paper that outlines their personal theory of couple therapy. Specifically, they will describe the process that they use or intend to use with couples in therapy. Students may choose one of their current couple’s cases or the case used for group presentation (or present a fictional couple or one from literature or movies). First, students will describe this couple adequately. Second, students will outline their selected therapeutic orientation, how they assess the couple via that orientation, their treatment goals and the interventions they select for this couple. Third, students will explain the strategic intervention steps and what change they might expect each of those interventions to effect. Fourth, students will define how they use of their chosen interventions in greater detail. Finally, students will relate how they know when it is time to terminate therapy with the couple and how they assess the success of therapy.</p> <p>The final paper should be 2000 words in length and it should demonstrate thoughtful consideration of the ideas and concepts that are presented in the course and provide new thoughts and insights relating directly to the process and techniques of couple therapy. Students’ response should reflect scholarly writing and current APA standards. Organization, grammar, sentence structure, citations, references and spelling all count in assessing written work</p> <p>3. Participation in class discussion & role play exercises (15%)</p> <p>Students are expected to complete assigned readings prior to class, make appropriate notes, and prepare themselves to actively participate and/or lead discussions of the assigned readings, during each class. They are expected to actively take part in case discussion and role-play exercises. Attendance is essential to the mastery of course material. Attendance at all class meetings, for the full session, is expected. Excessive absences, late arrivals, or early departures will result in a reduction of one or more letter grade(s) for the course.</p> | |
| <p>Student Study Effort Expected</p> | <p>Class contact:</p> | |
| | <ul style="list-style-type: none"> ▪ Lectures with role play exercises | <p>27 Hrs.</p> |
| | <ul style="list-style-type: none"> ▪ Seminars | <p>12 Hrs.</p> |
| | <p>Other student study effort:</p> | |
| | <ul style="list-style-type: none"> ▪ Readings on required books and articles | <p>36 Hrs.</p> |

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| | <ul style="list-style-type: none"> ▪ Preparation for case presentation | 20 Hrs. |
| | <ul style="list-style-type: none"> ▪ Final paper | 20 Hrs. |
| | Total student study effort | 115 Hrs. |
| Reading List and References | <p><u>Essential</u></p> <p>Hendrix, H. & Hunt, H. L. (2021). <i>Doing Imago relationship therapy: In the space-between</i>. New York, NY: Norton.</p> <p>Weeks, G. R. & Fife, S. T. (2014). <i>Couples in treatment: Techniques and approaches for effective practice (3rd ed.)</i>. New York, NY: Routledge.</p> <p><u>Supplementary</u></p> <p>Atkinson, B. (2005). <i>Emotional intelligence in couples therapy: Advances from neurobiology and the science of intimate relationships</i>. New York, NY: W.W. Norton.</p> <p>Bowman, L., & Fine, M. (2000). Client perceptions of couples therapy: Helpful and unhelpful aspects. <i>The American Journal of Family Therapy</i>, 28 (4), 295-310.</p> <p>Brown, J. H., & Brown, C. S. (2002). <i>Marital therapy: Concepts and skills for effective practice</i>. Pacific Grove, CA: Wadsworth.</p> <p>Butler, M. H., & Gardner, B. C. (2003). Adapting enactments to couple reactivity: Five development stages. <i>Journal of Marital and Family Therapy</i>, 29 (3), 311-327.</p> <p>Christians, L. L., Russell, C. S., Miller, R. B., & Peterson, C. M. (1998). The process of change in couples therapy: A qualitative investigation. <i>Journal of Marital and Family Therapy</i>, 24(2), 177-188.</p> <p>Dallos, R., & Vetere, A. (2009) <i>Systemic therapy and attachment narratives. Applications in a range of clinical settings</i>. New York, NY: Routledge.</p> <p>Donovan, J.M. (1999). (Ed.). <i>Short-term couple therapy</i>. New York: Guilford Press.</p> <p>Fishbane, M., & DeKoven (1998). I, thou and we: A dialogical approach to couples therapy. <i>Journal of Marital and Family Therapy</i>, 24(1), 41-58.</p> <p>Garfield, R. (2004). The therapeutic alliance in couples therapy: Clinical considerations. <i>Family Process</i>, 43(4), 457-465.</p> <p>Goldner, V. (1998). The treatment of violence and victimization in intimate relationship. <i>Family Process</i>, 37(3), 263-286.</p> <p>Goldner, V. (1999). Morality and multiplicity: Perspectives on the treatment of violence in intimate life. <i>Journal of Marital & Family Therapy</i>, 25(3), 325-336.</p> <p>Gottman, J. M. (1999). <i>The marriage clinic: A scientifically based marital therapy</i>. New York, NY: Norton.</p> <p>Gottman, J. M., & Silver, N. (2015). <i>The seven principles for making marriage work: A practical guide from the country's foremost relationship expert</i>. New York: Random House.</p> | |

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Johnson, S. (2004). *The practice of emotionally focused couple therapy: Creating connection (2nd ed.)*. New York, NY: Brunner-Routledge.

Johnson, S. (2008). *Hold me tight: Seven conversations for a lifetime of love*. New York, NY: Little Brown.

Johnson, S., & Lebow, J. (2000). The "coming of age" of couple therapy: A decade review. *Journal of Marital and Family Therapy*, 26 (1), 23-38.

Knudson-Martin, C., & Mahoney, A.R. (Ed.) (2009). *Couples, gender, and power: Creating changes in intimate relationships*. New York: Springer.

Lebow, J. (2002). From research to practice: Learning to love assessment: Today's research tools can help you be a better therapist. *Psychotherapy Networker*, 26 (5).

Papp, P. (2001). *Couples on the Fault Line*. New York, NY: Guilford Press.

Schnarch, D. M. (1991). *Sexual crucible*. New York, NY: W. W. Norton.

Schnarch, D. M. (1995). A family systems approach to sex therapy and intimacy. In R. H. Mikesell, D. Lusteran, S. H. McDaniel, R. H. Mikesell, D. Lusteran, S. H. McDaniel (Eds.), *Integrating family therapy: Handbook of family psychology and systems theory* (pp. 239-257). Washington, DC: American Psychological Association.

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Williams, L. (2011). Premarital counseling: Promises and challenges. In J. L. Wetchler (Ed.). *Handbook of clinical issues in couple therapy* (pp. 311-325). New York, NY: Routledge.

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